Additional Reading Class Needs

**Designing Differentiated Reading Instruction For All Students**

**Teaching Reading to Diverse Learners -** In this course, the candidate explores reading strategies for developing differentiated lesson plans that meet the needs of diverse learners. A school-based field experience with a coaching component is a requirement.  
No prerequisites.

Possible Texts:

* Mike Ford: Doable Differentiation
* Catching Readers Before They Fail
* It’s All About Comprehension (K-3) Sharon Taberski <http://www.youtube.com/watch?v=TwoxKtgtuIU>

Sequence of Big Ideas: <http://www.pda-ese.org/modules/reading/1.htm>

Important ideas to include:

* Common Core Standards for Elementary School Students
* Diagnosing Strengths and Weaknesses from Case Study (Scenarios, Video Clips, Student Writing Samples, etc)
* Using Assessment to Inform Instruction (Sheila Valencia’s four levels of assessment)
* GRASP framework for setting goals and matching to instruction (see slides on “The Reading Connections” by Emberger)
* Differentiating and fitting into RtI model?
* ELL issues and ideas

Resources

* Differentiated Reading Instruction: Effective Practices (dissertation <http://d-scholarship.pitt.edu/1393/>)
* Aurora Reading Course Descriptions <http://www.aurora.edu/academics/programs-majors/graduate/reading-instruction/course-descriptions.html>
* Independent reading projects for differentiated reading groups <http://www.ehow.com/info_8346039_independent-projects-differentiated-instruction-groups.html>
* **DI Overview** (in folder) nice synthesis of big ideas and a sequence of tasks to complete at K-3 levels) – includes ideas about grouping practices (p. 8), “generalizable teaching strategy list” (p. 9), and summary cards of 5 Big Ideas (What students need to learn and how to teach effectively)
* **Using Student Centers (great to connect with EDC424)** – nice summary of ideas, examples, etc. for K-3 reading centers – see also <http://www.fcrr.org/curriculum/SCAindex.shtm> (see grade levels for examples of centers to create in class and explore, critique, etc; see ideas for management boards too and MANY ideas for managing centers – this is GREAT!!!) - Students set up centers by grade level; use the materials and direct through the activity (Grades K – 5 centers, Grades 1 – 5 Centers; Grades 2 – 5 Centers; Grades 3 – 5 Centers) – Grades K-1 on one day; Grades 2-3 on a second day; they should represent 5 areas of reading as well - (each student does a center and demonstrates – students wander around the room) – at the same time, I conduct a guiding reading group in the front of the room – maybe students create two centers and then spend 10 minutes doing the two centers, then rotate – so 30 minutes per grade level and two grade levels per class- grade level students work as a group to make decisions about who will do which reading component and how the group will work as a team for management; create a real management board with names of students in the class to lead us around)
* Day 1: Grades K-1: Phonemic Awareness and Phonics (5 students; 10 activities – 2 each) – Rotate
* Day 2: Grades K-1: Vocabulary, Fluency, and Comprehension (5 students; 10 activities – 2 each)
* Day 3: Grades 2-3: Phonemic Awareness and Phonics (10 students; 10 activities)
* Day 4: Grades 2-3: Vocabulary, Fluency, and Comprehension (10 students; 10 activities)